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AUTHOR McDaniel, Patrick
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ABSTRACT

According to the New Mexico Basic Skills Plan, students' attainment of basic skills is assessed by the objective and writing appraisal portions of the New Mexico High School Proficiency Examination (NMHSPE). This report to the New Mexico State Department of Education compiles and analyzes data on diploma endorsements (gold seals) for 1983 graduates provided by each of the 14 diploma-granting high schools in the Albuquerque Public Schools. According to the data collected: (1) 4,679 eligible graduates (93.6 percent) passed the NMHSPE required portions and received diploma endorsements; (2) 319 eligible graduates (6.4 percent) did not receive diploma endorsements because they failed, or neglected to take, one or both required examination sections; (3) 75 eligible graduates (1.5 percent) failed the objective section; (4) 44 graduates (.9 percent) failed the writing appraisal section; (5) 213 eligible graduates neglected to take one or both exam sections; and (6) failure to take the examination was the most frequently cited reason for graduates' not receiving diploma endorsement. (BS)

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DISTRICT REPORT

1983 NEW MEXICO

HIGH SCHOOL PROFICIENCY

EXAMINATION/DIPLOMA ENDORSEMENT

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Patrick McDaniel
District Program Evaluator

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ADMINISTRATIVE SUMMARY

The New Mexico High School Proficiency Examination Diploma Endorsement District Report summarizes the extent to which 1983 graduates of the Albuquerque Public Schools took and passed the objective and writing appraisal portions of the New Mexico High School Proficiency Examination (NMHSPE), thereby receiving State Department of Education diploma endorsements (gold seals).

According to the New Mexico Basic Skills Plan, students' attainment of basic skills is assessed by the objective and writing appraisal portions of the NMHSPE. Students who pass both sections receive a diploma endorsement (gold seal) and a transcript endorsement. In a general sense, the most useful indication of the successful implementation of the Basic Skills Plan is the number of high school graduates who actually receive the diploma endorsement.

The present report is a compilation and analysis of data regarding diploma endorsements provided by each of the fourteen diploma-granting high schools in the Albuquerque Public Schools to the State Department of Education. According to data collected by each of the high schools:

1. 4679 (93.6%) of the 4998 eligible graduates (C and D level special education students may be exempted from the NMHSPE requirement) in the Albuquerque Public Schools passed the objective and writing appraisal portions of the NMHSPE and thereby received diploma endorsements.

2. 319 (6.4%) of the 4998 eligible graduates did not receive diploma endorsements. These students did not receive endorsements because they failed one or both sections of the examination, or they neglected to take one or both sections of the examination.

3. 75 (1.5%) of the eligible graduates failed (i.e., scored below the passing standard) the objective portion of the New Mexico High School Proficiency Examination.

4. 44 (0.9%) of the eligible graduates failed the writing appraisal portion of the NMHSPE.

5. 213 (4.3%) of the eligible graduates neglected to take one or both sections of the exam, and thereby failed to receive a diploma endorsement.

6. 67% of the graduates who did not receive diploma endorsements neglected to take one or both sections of the examination. Failure to take the examination was the most frequently cited reason for graduates' not receiving the diploma endorsement.

DISTRICT REPORT:
1983 NEW MEXICO HIGH SCHOOL PROFICIENCY
EXAMINATION/DIPLOMA ENDORSEMENTS

INTRODUCTION

This New Mexico High School Proficiency Examination Diploma Endorsement District Report summarizes the extent to which 1983 graduates of the Albuquerque Public Schools took and passed the objective and writing appraisal portions of the New Mexico High School Proficiency Examination (NMHSPE), thereby receiving State Department of Education diploma endorsements (also known as gold seals).

According to the New Mexico Basic Skills Plan, students' attainment of basic skills is assessed by the objective and writing appraisal portions of the NMHSPE. Students who pass both sections receive a diploma endorsement and a transcript endorsement. Thus, in a general sense, a useful indication of the successful implementation of the Basic Skills Plan is the number of high school graduates who actually receive the diploma endorsement.*

Each year, therefore, in order to monitor the implementation of the Basic Skills Plan, the State Department of Education requires that all school districts in the state provide statistics concerning:

1. The number of high school graduates.
2. The number of graduates who received and did not receive diploma endorsements.
3. The number of graduates who failed (scored below the passing standard) the objective and writing appraisal portions of the NMHSPE.
4. The number of graduates who did not take one or both sections of the NMHSPE.

According to the State Department of Education, the report is used in the following ways:

1. It assists the State Department of Education monitoring teams during the accreditation process.
2. It supports the SDE's technical assistance programs to local districts.
3. It provides data for evaluation and research.
4. It is compiled for an annual report to the State Board of Education.

*Note: As will be demonstrated, many factors may influence the number of graduates who receive diploma endorsements. It is therefore important to view the statistics presented in this report with thought and sensitivity to the complexity of the NMHSPE testing and certification procedures. Data in this report should not be used, in and of itself, to evaluate the effectiveness of testing or instructional programs at individual schools.

METHOD OF DATA COLLECTION IN THE ALBUQUERQUE PUBLIC SCHOOLS

In the Albuquerque Public Schools, the diploma endorsement data collection process was coordinated by Instructional Research, Testing, and Evaluation (IRTE). Although the State Department of Education data request forms were not received by the district until Summer, 1983, efforts to ensure accurate and efficient data collection actually began in Fall, 1982. At that time, IRTE held orientation sessions with the administrators at each high school who supervised the diploma endorsement data collection at the school. After considerable effort, an information gathering process was developed, the key features of which were:

1. The district-wide ordering and distribution of diploma endorsements would be coordinated through IRTE, which would be responsible for monitoring the diploma endorsement accounting process and completing the State Department of Education forms.

2. All State Department of Education requests for data would be referred to IRTE.

3. Any district questions concerning diploma endorsement ordering or data collection would be referred to IRTE.

4. One administrator at each high school would be designated as the coordinator for the distribution of diploma endorsements as well as for records management.

To facilitate data collection, IRTE and the high school administrators developed a customized form for use by high schools in the Albuquerque Public Schools. This form requested essentially the same information as the State Department of Education form, the major difference being that the district form was more effectively organized for use in the Albuquerque Public Schools.

In August, 1983, the State Department of Education form was received by the district. At that time, the district data collection form was sent to the 14 diploma-granting high schools. The data provided by the high schools was reviewed and then organized for the District Report.

CONTENTS OF THIS REPORT

This 1983 New Mexico High School Proficiency Examination Diploma Endorsement District Report, which is based on data provided by the APS high schools, has been organized so as to present a systematic overview of 1983 graduates' performance on the NMHSPE. It is divided into three major sections, corresponding to the major questions asked by the State Department of Education.

SECTION I: District summary of the number and percentage of 1983 graduates receiving diploma endorsements.

SECTION II: District summary of the number and percentage of 1983 graduates failing the objective and writing appraisal portions of the NMHSPE. The writing appraisal summary also presents the number of students failing each of the four writing appraisal tasks.

SECTION III: District summary of the number and percentage of graduates who did not take one or both sections of the NMHSPE.

SECTION I. NUMBER AND PERCENTAGE OF 1983 GRADUATES RECEIVING DIPLOMA ENDORSEMENTS - DISTRICT AND INDIVIDUAL HIGH SCHOOLS

Figure I, below, presents an overview of the number and percentage of 1983 graduates, throughout the district, who received diploma endorsements. In order to receive a diploma endorsement, a graduate was required to pass both the objective and writing appraisal portions of the New Mexico High School Proficiency Examination.

FIGURE I. NUMBER AND PERCENT OF GRADUATES RECEIVING DIPLOMA ENDORSEMENTS

LOCATION	NUMBER OF GRADUATES	# OF EXEMPT GRADUATES *	# OF ELIGIBLE GRADUATES	# OF GRADUATES RECEIVING ENDORSEMENTS	# OF ELIGIBLE GRADUATES NOT RECEIVING ENDORSEMENTS	% OF ELIGIBLE GRADUATES RECEIVING ENDORSEMENTS
District	5111	113	4998	4679	319	93.6
Albuquerque	308	18	290	237	53	81.7
Cibola	394	10	384	327	57	85.2
Del Norte	491	0	491	466	25	94.9
Eldorado	716	7	709	693	16	97.7
Highland	544	0	544	504	40	92.6
Manzano	609	27	582	574	8	98.6
Rio Grande	484	19	465	455	10	97.8
Sandia	577	7	570	563	7	98.8
Valley	349	2	347	328	19	94.5
West Mesa	350	20	330	319	11	96.7
Evening	102	0	102	50	52	49.0
Freedom	99	0	99	84	15	84.8
New Futures	45	0	45	39	6	86.7
School on Wheels	43	3	40	40	0	100.0

NOTE: FIGURES WERE PROVIDED BY EACH OF THE HIGH SCHOOLS.

* By State Department of Education policy, C and D level special education students may be exempted from the NMHSPE if taking the exam is judged to be not in their best interest.

DISCUSSION: SECTION I

Of the 1983 graduates of the Albuquerque Public Schools, 4,679 (93.6%) received diploma endorsements. The percentage of graduates receiving endorsements at individual high schools varied considerably, ranging from 49% (at an alternative school) to 100% (at a second alternative school). If one were to consider only the ten comprehensive high schools, the percentage of graduates receiving endorsements ranged from 81.7% to 98.8%.

REASONS FOR SCHOOL-TO-SCHOOL VARIATIONS IN THE PERCENTAGE OF STUDENTS RECEIVING DIPLOMA ENDORSEMENTS

The possible reasons for the variation in the percentage of students receiving diploma endorsements are numerous. It must be recalled that students may fail to receive an endorsement for two major reasons:

1. The student failed one or both sections of the examination

- or -

2. The student did not take one or both sections of the examination.

Statistics concerning the numbers of students in these two categories will be presented in the appropriate section of this report. In this section, it is sufficient to recall some of the factors influencing students' failing or not taking the NMHSPE. These factors may be categorized as follows:

1. Characteristics of the student population.
2. Testing procedures at each high school.
3. High school staffs' attitudes toward the NMHSPE.
4. Parental attitudes toward the NMHSPE.

1. Characteristics of the student population.

Factors that may influence the percentage of students receiving diploma endorsements at an individual school include: student mobility, especially the number of students who are new to the school and district; the number of students in special programs, including special education and English as a Second Language programs; the socioeconomic background of students in the school; school attendance rates (especially during the testing period); student familiarity with and preparation for the examination; and students' attitudes toward the relevance of the NMHSPE.

2. Testing procedures.

Since the NMHSPE is an untimed test, testing procedures vary widely throughout the Albuquerque Public Schools. The two most frequently used arrangements are large group testing and classroom testing. In

either case, the testing period may extend over a five or six day interval or be limited to one or two days. Obviously, such variations can affect the numbers of students taking and passing the NMHSPE.

3. Staff attitudes and philosophy.

The degree of support and involvement by the administrative and instructional staffs can influence student attendance and motivation. In the Albuquerque Public Schools, the high degree of support and understanding of the NMHSPE testing program, as evidenced by the willingness of school staffs to prepare students for the test, is doubtless a significant factor contributing to APS students' success on the examination.

An additional factor merits attention: the school philosophy regarding the responsibility for test-taking. As has been stated, some students do not receive the diploma endorsement because they neglected to take the examination, rather than because they failed it. In all high schools, extensive efforts are made to notify students regarding testing and to encourage their attendance. Such efforts include: individual conferences with students; notification of students through classroom teachers; articles in school newspapers; announcements on the public address system; individual letters to parents; and assemblies and group orientation sessions.

In spite of such extensive efforts, some students do miss the examination. Schools' responses to the problem of absenteeism vary according to the administrative philosophy at the school. In some high schools, the staffs assume virtually total responsibility for students' presence during testing. At other schools, the staff believes that whereas publicizing the exam is a school responsibility, being present for the exam is ultimately a student responsibility. Such variations in philosophy influence the number of students who are present for the NMHSPE. The fact that schools' philosophies differ does not necessarily mean that the testing process at one school is more effective than the testing process at another school.

4. Parental attitudes.

Parents ideally should be aware of the nature and significance of the NMHSPE and should encourage students to place an appropriate emphasis on the acquisition of the diploma endorsement. Where such parental encouragement does occur, students will be more likely to receive a diploma endorsement.

SUMMARY: SECTION I

NUMBER AND PERCENTAGE OF STUDENTS RECEIVING GOLD SEAL ENDORSEMENTS.

- In order to receive a State Department of Education diploma endorsement, graduates must take and pass both the objective and writing assessment portions of the New Mexico High School Proficiency Examination.
- 4679 (93.6%) of the 1983 graduates of the Albuquerque Public Schools did receive diploma endorsements.
- In most schools, the percentage of graduates receiving diploma endorsements was well above 90%.
- In those schools where the percentage of graduates receiving endorsements was relatively low, a variety of factors may have influenced the statistics. These factors include:

  1. Characteristics of the student population.
  2. Testing procedures at the individual high schools.
  3. High school staffs' attitudes toward the NMHSPE.
  4. Parental attitudes toward the NMHSPE.

- It is inadvisable to use the percentage of students receiving diploma endorsements, in and of itself, to evaluate the effectiveness of a school's implementation of the New Mexico Basic Skills Plan.

SECTION II. NUMBER AND PERCENTAGE OF ELIGIBLE* GRADUATES FAILING (SCORING BELOW THE PASSING STANDARD) EACH SECTION OF THE NMHSPE.

Section II presents a summary of the number and percentage of graduates, at each high school and in the district, failing the objective and writing appraisal portions of the NMHSPE. For the writing appraisal section, a summary of students failing each of the four tasks is presented.

A. NUMBER AND PERCENTAGE OF ELIGIBLE* GRADUATES FAILING THE OBJECTIVE PORTION OF THE NEW MEXCIO HIGH SCHOOL PROFICIENCY EXAMINATION

FIGURE 2. ELIGIBLE GRADUATES FAILING THE NMHSPE OBJECTIVE PORTION.

LOCATION	NUMBER OF ELIGIBLE* GRADUATES	NUMBER FAILING OBJECTIVE PORTION	PERCENT FAILING OBJECTIVE PORTION
District	4998	75	1.5
Albuquerque	290	10	3.4
Cibola	384	5	1.3
Del Norte	491	5	1.0
Eldorado	709	8	1.1
Highland	544	9	1.7
Manzano	582	7	1.2
Rio Grande	465	10	2.2
Sandia	570	1	0.2
Valley	347	9	2.6
West Mesa	330	5	1.5
Evening	102	0	0
Freedom	99	3	3.0
New Futures	45	3	6.7
School on Wheels	40	0	0

NOTE: FIGURES IN THIS REPORT WERE PROVIDED BY THE HIGH SCHOOLS.

* By State Department of Education policy, C and D level special education students may be exempted from the NMHSPE if taking the exam is judged to be not in their best interests.

NOTE: In order to pass the objective portion of the NMHSPE, a student was required to score 523 or higher, based on the Rasch scoring system. The 523 passing standard takes into account the difficulty levels of the items answered correctly as well as the number of items answered correctly.

DISCUSSION AND SUMMARY: SECTION II, A.

Of the eligible graduates of the Albuquerque Public Schools, 1.5% failed the objective portion of the NMHSPE. The percentage of 1983 graduates failing the objective portion in individual high schools ranged from 0% to 6.7%.

The extremely low rate of failure in the objective portion is the result of two factors:

1. Most students pass the examination upon the first attempt.

2. Those who do fail the NMHSPE upon the first attempt are allowed to obtain remediation and to re-take the examination. Very few students fail the examination more than once.

The high percentage of graduates passing the objective portion of the NMHSPE evidences the success of schools' efforts to implement the New Mexico Basic Skills Plan.

B. NUMBER AND PERCENT OF ELIGIBLE* GRADUATES FAILING THE WRITING APPRAISAL PORTION OF THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION.

In order to pass the writing appraisal, a student was required to perform adequately on three of the four writing tasks (Abbreviated Message/Job Application; Business Letter; Descriptive Paragraph; Compare and Contrast Narrative Passage.)

FIGURE 3. NUMBER AND PERCENT OF ELIGIBLE GRADUATES FAILING THE NMHSPE WRITING APPRAISAL

LOCATION	NUMBER OF ELIGIBLE GRADUATES	# FAILING WRITING APPRAISAL	% FAILING WRITING APPRAISAL
District	4998	44	0.9
Albuquerque	290	7	2.4
Cibola	384	2	0.5
Del Norte	491	5	1.0
Eldorado	709	5	0.7
Highland	544	0	0
Manzano	582	4	0.7
Rio Grande	465	5	1.1
Sandia	570	6	1.1
Valley	347	3	0.9
West Mesa	330	3	0.9
Evening	102	2	2.0
Freedom	99	0	0
New Futures	45	2	4.4
School on Wheels	40	0	0

FIGURES WERE PROVIDED BY EACH OF THE HIGH SCHOOLS.

* By State Department of Education policy, C and D level special education students may be exempted from the NMHSPE if taking the examination is judged to be against their best interests.

DISCUSSION AND SUMMARY: SECTION II, B.

In the district as a whole, 44 (0.9%) of the 1983 graduates failed the writing appraisal. At individual schools the percentage of graduates failing ranged from 0% to 4.4%.

As was true with the objective portion of the MCHSPE, the high percentage of graduates passing the writing appraisal is an indication of the successful implementation of the New Mexico Basic Skills Plan in the Albuquerque Public Schools.

C. FIGURE 4. NUMBER AND PERCENTAGE OF ELIGIBLE* GRADUATES FAILING EACH TASK OF THE WRITING APPRAISAL.

LOCATION	# OF ELIG.* GRADS.	FAILING TASK #1		FAILING TASK #2		FAILING TASK #3		FAILING TASK #4	
		#	%	#	%	#	%	#	%
District	4998	16	0.3	32	0.6	46	0.9	74	1.5
Albuquerque	290	0	0	4	1.4	6	2.1	15	5.2
Cibola	384	3	0.8	3	0.8	5	1.3	4	1.0
Del Norte	491	3	0.6	4	0.8	7	1.4	4	0.8
Eldorado	709	1	0.1	1	0.1	2	0.3	12	1.7
Highland	544	0	0	0	0	0	0	0	0
Manzano	582	4	0.7	3	0.5	3	0.5	4	0.7
Rio Grande	465	2	0.4	6	1.3	5	1.1	3	0.6
Sandia	570	2	0.4	3	0.5	6	1.0	3	0.5
Valley	347	0	0	0	0	2	0.6	3	0.9
West Mesa	330	0	0	0	0	2	0.6	1	0.3
Evening	102	1	1.0	8	7.8	6	5.9	22	21.6
Freedom	99	0	0	0	0	0	0	0	0
New Futures	45	0	0	0	0	2	4.4	3	6.7
School on Wheels	40	0	0	0	0	0	0	0	0

TASK 1: Abbreviated Message/Job Application
TASK 2: Business Letter
TASK 3: Description
TASK 4: Compare/Contrast

FIGURES WERE PROVIDED BY EACH OF THE HIGH SCHOOLS

* By State Department of Education policy, C and D level special education students may be exempted from the NMHSPE if taking the exam is judged to be against their best interests.

DISCUSSION AND SUMMARY: SECTION II, C.

The percentages of 1983 graduates failing the four writing appraisal tasks ranked as follows (highest percentage failing to lowest percentage failing):

FIGURE 5. PERCENTAGES OF 1983 DISTRICT GRADUATES FAILING EACH SECTION OF THE WRITING APPRAISAL (IN DESCENDING ORDER)

TASK	PERCENT FAILING
TASK 4 (Compare/Contrast)	1.5
TASK 3 (Description)	0.9
TASK 2 (Business Letter)	0.6
TASK 1 (Abbreviated Message)	0.3

The differences among the numbers of graduates failing the four writing appraisal tasks are due primarily to variations in the nature, scope, and difficulty levels of the writing skills assessed in each task. A complete discussion of these results is not appropriate in the present report. However, according to Claude Lewis, APS District Coordinator of Language Arts, examination and analysis of the tasks reveals that Task 1 is the most straightforward, requiring simple communication of specified information. Task 2 requires greater organization of presentation. Task 3 requires organizational ability of a more complex nature. Task 4 requires the student to make judgements and comparisons. It is to be expected that the tasks requiring higher levels of skill would be more difficult for students to pass. Such an expectation is supported by the statistics.

SECTION III. NUMBER AND PERCENTAGE OF ELIGIBLE* GRADUATES WHO DID NOT TAKE ONE OR BOTH SECTIONS OF THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION.

FIGURE 6. NUMBER AND PERCENT OF 1983 GRADUATES NOT TAKING ONE OR BOTH SECTIONS OF THE NMHSPE.

LOCATION	NUMBER OF ELIGIBLE GRADUATES	NUMBER OF GRADUATES NOT TAKING EXAM	PERCENT OF GRADUATES NOT TAKING EXAM
District	4998	213	4.4
Albuquerque	290	42	14.5
Cibola	384	62	16.1
Del Norte	491	8	1.6
Eldorado	709	3	0.4
Highland	544	26	4.8
Manzano	582	0	0
Rio Grande	465	0	0
Sandia	570	1	0.2
Valley	347	6	1.7
West Mesa	330	2	0.6
Evening	102	49	48.0
Freedom	99	12	12.1
New Futures	45	2	4.4
School on Wheels	40	0	0

FIGURES WERE PROVIDED BY EACH OF THE HIGH SCHOOLS.

* By State Department of Education policy, C and D level special education students may be exempted from the NMHSPE if taking the exam is judged to be against their best interests.

DISCUSSION AND SUMMARY: SECTION III

Of the district's eligible graduates, 213 (4.3%) did not take one or both sections of the New Mexico High School Proficiency Examination. The percentage of graduates in individual high schools not taking the test varied widely, from a low of 0% to a high of 48%. In some cases, students passed one section of the examination and did not take the other section. Some students neglected to take both sections of the NMHSPE.

As stated previously, many factors can influence the percentage of graduates not taking the NMHSPE at individual high schools. These include:

1. Characteristics of the student population.
2. Testing procedures at individual high schools.
3. High school staffs' attitudes and philosophies regarding testing.
4. Parental attitudes toward testing in general and toward the NMHSPE in particular.

Due to the many factors that influence the percentage of students not taking one or both sections of the examination, it is inadvisable to use these statistics, in and of themselves, to assess the efficiency of testing programs at individual high schools.

IV. SUMMARY AND CONCLUSIONS: DISTRICT REPORT: 1983 NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION/DIPLOMA ENDORSEMENTS

The percentage of graduates receiving New Mexico High School Proficiency Examination diploma endorsements is, in general, a useful indicator of how effectively the New Mexico Basic Skills Plan has been implemented in the Albuquerque Public Schools. From the data provided in the present report, the following statements may be made:

1. Of the 4998 eligible 1983 graduates of the Albuquerque Public Schools, 4679 (93.6%) passed the objective and writing appraisal portions of the New Mexico High School Proficiency Examination, and thereby received diploma endorsements.

2. Three hundred and nineteen (6.4%) of the 4998 eligible* graduates did not receive a diploma endorsement. These students did not receive an endorsement because:

   They failed one or both sections of the NMHSPE

   - or -

   They neglected to take one or both sections of the NMHSPE.

3. Seventy-five graduates (1.5% of the eligible graduates) failed (i.e., scored below the passing standard) the objective portion of the NMHSPE.

4. Forty-four graduates (0.9% of the eligible graduates) failed the writing appraisal portion of the examination.

5. Two hundred and thirteen graduates (4.3% of the eligible graduates) neglected to take one or both sections of the NMHSPE, and thereby failed to receive a diploma endorsement.

6. Sixty-seven percent of the eligible graduates who did not receive diploma endorsements neglected to take one or both sections of the NMHSPE. Failure to take the examination was the most frequently cited reason for graduates' not receiving the diploma endorsement.

* By State Department of Education policy, C and D level special education students may be exempted from the NMHSPE if taking the examination is judged to be against their best interests.

APPENDIX

1983 NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION/GOLD SEAL ENDORSEMENT
DATA COLLECTION FORM

1983 NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION/GOLD SEAL ENDORSEMENT
DATA COLLECTION FORM

DISTRICT: ALBUQUERQUE

ECTION I:

lease fill in the number of graduates who did not pass the following sections of the New Mexico igh School Proficiency Examination.

	No. of Graduates NOT Passing
MULTIPLE CHOICE SECTION	Total-- 75
WRITING APPRAISAL SECTION	Total-- 44
TASK 1--ABBREVIATED MESSAGE/JOB APPLICATION FORM	1. 16
TASK 2--BUSINESS LETTER	2. 32
TASK 3--DESCRIPTION	3. 46
TASK 4--COMPARE/CONTRAST	4. 74

UMBER OF GRADUATES (IF ANY) WHO DID NOT TAKE EXAMINATION:

SPECIAL EDUCATION	Total-- 66
OTHER	Total-- 213

ECTION II:

lease check our figures with your district's figures and make any necessary changes below.

	SDE TOTALS	DISTRICT'S TOTALS (make any necessary corrections in this column)
NO. OF STUDENTS GRADUATING, 1983:	5,253	5,111 (includes 113 exempted students)
NO. OF GOLD SEAL ENDORSEMENTS REQUESTED:	5,086	5,086
NO. OF GRADUATES RECEIVING GOLD SEAL ENDORSEMENTS:	4,786	4,679 (includes 113 exempted students and 319 non-exempted students)
NO. OF GRADUATES NOT RECEIVING GOLD SEAL ENDORSEMENTS:	467	432
NO. OF GOLD SEAL ENDORSEMENTS RETURNED BY DISTRICT:	0	407

OTHER: _____

ERIFIED BY: Carol Robinson POSITION: Director, IRTE
Signature of Superintendent or Designee

repared by: Patrick McDaniel, District Program Evaluator Patrick McDaniel

Return this form by August 1, 1983 to Judith Kraft, Basic Skills Coordinator, Department of Education, Education Building, Santa Fe, New Mexico 87503.)

SDE-460-83

BEST COPY AVAILABLE